



CIUTI Lectures Series 2026-2027

The CIUTI Lectures Series offers twenty lectures on Translation & Interpreting between October 2026 and May 2027. All lectures will be held online and will last approximately 1.5 hours (incl. Q&A). Participation is free-of-charge, but registration is mandatory. For each lecture, registration will close one week before the lecture. After registration, you will receive a link that will take you to the virtual lecture room. Lectures may be cancelled if the number of registered participants is lower than 5. Certificates of participation can be issued on request. If you have any questions about the organisation of a specific lecture (e.g. if you require a certificate of attendance), please get in touch with the contact person indicated for that lecture.

OCTOBER 2026

Date and time	7 October 2026, 4.00 p.m. CET
Topic	LLMs for Translators and Interpreters: A Hands-On Prompting Lecture
Lecturer	Mahmoud Gaber (University of Málaga)
Abstract	In this hands-on lecture, you will learn how to craft effective prompts to leverage LLMs in real-world translation and interpreting tasks. We will cover practical examples of translation, post-editing, speech generation for interpreting practice, and terminology extraction. We will also explore how to compile a comparable corpus using a corpus management tool and then leverage that corpus with an AI tool for more precise, context-aware results.
Registration	https://events.teams.microsoft.com/event/0276bd63-30a7-4e0c-a8c1-e101a731ad31@fe90179d-8207-4cb2-8834-0ce27ee0162d
Contact	Binhua Wang, binhuawang@ln.edu.hk

Date and time	9 October 2026, 12.00 p.m. CET
Topic	Research methods in T&I: Surveys
Lecturer	Kilian G. Seeber (FTI, University of Geneva)
Abstract	Join me for an insightful online seminar on the fundamentals of survey research methods, with a specific focus on their application in Translation and Interpreting Studies. This lecture will introduce you to the essential techniques and best practices for designing, conducting, and analyzing surveys. Together, we will explore the most common pitfalls arising when applying survey methods to Translation and Interpreting Studies. From imported biases and language discrepancies to cultural context and respondent interpretation, we'll highlight challenges unique to this field. The seminar will also discuss how to ensure clarity, avoid misinterpretation, and improve the overall quality of your survey data. By attending, you'll gain practical knowledge on how to design effective surveys and, eventually, achieve more reliable results. This

	seminar is aimed at anyone looking to enhance their research skills and contribute to the growing body of work in translation and interpreting research using surveys.
Registration	https://events.teams.microsoft.com/event/fe7f2900-8346-4734-b189-8941046e65b7@a54b3635-128c-460f-b967-6ded8df82e75
Contact	Maurizio Viezzi, mviezzi@units.it

Date and time	23 October 2026, 5.00 p.m. CET
Topic	From Curiosity to Competence: Developing Vocabulary and Translation Competence through Autonomous Reading Practices
Lecturer	Cristina Del Aguila Torres (Universidad Peruana de Ciencias Aplicadas)
Abstract	One of the challenges in translation education is fostering students' intrinsic motivation to read in a foreign language while supporting the development of vocabulary and translation competence. This lecture presents a classroom-based reading activity implemented in undergraduate English courses for translation students at UPC in Peru. This reading task is based on principles of learner autonomy and the use of authentic materials. Students select a news or opinion article of their choice, identify its main ideas, and create a glossary of five to ten relevant terms or expressions. Students then present their articles and glossaries in class, generating discussion on lexical choices, translation strategies, and the adequacy of proposed translations. Results from an end-of-semester survey indicate that giving students agency in the selection of reading materials increases motivation to engage with foreign-language texts and promotes a more active approach to vocabulary learning. It also encourages students to justify translation decisions, develop research skills, and reflect on translation as a process of analysis and decision-making. In this lecture, we will analyze how allowing students to choose news articles that are meaningful and relevant to them can effectively promote vocabulary development, translation practice, and learner autonomy, fostering curiosity and critical thinking.
Registration	https://events.teams.microsoft.com/event/2345b764-6ecd-4017-8fcb-3fdb0b4912c4@ced2c552-7d1f-4731-aa3a-2f0ec9629e26
Contact	Raquel Lázaro Gutiérrez, raquel.lazaro@uah.es

Date and time	30 October 2026, 12.00 p.m. CET
Topic	Research methods in T&I: Experiments
Lecturer	Kilian G. Seeber (FTI, University of Geneva)
Abstract	Explore the essentials of experimental research methods in this engaging online seminar, designed specifically for those interested in Translation and Interpreting Studies. Whether you're a researcher, student, or practitioner, understanding the foundational techniques of experimental design is crucial for understanding research findings and for conducting robust studies that can produce valid results. In this lecture, I will introduce the key principles of experimental research, including hypothesis formulation, within and between-subject designs, experimental and control groups, controlling variables and confounds, and randomization. I will also address the most common

	pitfalls encountered when applying experimental methods in Translation and Interpreting research. Together, we'll then explore how these factors can distort outcomes and discuss ways to design experiments that account for such issues. Additionally, practical tips will be shared for developing clear experimental protocols, ensuring valid comparison groups, and avoiding overgeneralization. This seminar will equip you with the knowledge to design and execute high-quality experiments while navigating the unique challenges posed by translation and interpreting contexts.
Registration	https://events.teams.microsoft.com/event/c9a40cfc-44c6-4ced-aa4f-04c3a0f84d96@ced2c552-7d1f-4731-aa3a-2f0ec9629e26
Contact	Maurizio Viezzi, mviezzi@units.it

NOVEMBER 2026

Date and time	13 November 2026, 12.00 p.m. CET
Topic	Complex concepts: Cognitive load
Lecturer	Kilian G. Seeber (FTI, University of Geneva)
Abstract	Join me for an online seminar on the concept of cognitive load, an essential construct from the field of cognitive psychology, and its growing application in Translation and Interpreting Studies. Whether you're a student, researcher or practitioner, understanding how cognitive load impacts performance is key. In this session, we will delve into the theory of cognitive load, exploring its origins, its types, and how it influences cognitive processing. The lecture will focus on the unique challenges interpreters face as they manage multiple information streams, such as source input, target output, and the need for rapid decision-making. I will specifically address how cognitive load can impact accuracy, fluency, and efficiency in spoken translation tasks. Special attention will be given to strategies for mitigating cognitive overload in professional practice.
Registration	https://events.teams.microsoft.com/event/479f8f42-c6c4-4a9d-bb37-0851732e69d0@a54b3635-128c-460f-b967-6ded8df82e75
Contact	Maurizio Viezzi, mviezzi@units.it

Date and time	27 November 2026, 12.00 p.m. CET
Topic	Complex concepts: Multimodal processing
Lecturer	Kilian G. Seeber (FTI, University of Geneva)
Abstract	Discover the fascinating world of multimodal processing in this online seminar, where we explore how the brain processes and integrates multiple forms of communication—such as text, speech, and visual cues—simultaneously. This lecture will focus on how multimodal processing plays a crucial role in Interpreting Studies, shedding light on the cognitive mechanisms that drive effective communication in bilingual and multilingual contexts. I will explain the concept of multimodal processing and its significance in both translation and interpreting tasks, emphasizing how professionals must seamlessly combine various input types, such as auditory, visual, and textual information, to produce accurate and

	meaningful output. Together, we will examine the challenges translators and interpreters face when working with complex, multimodal input, and how these challenges impact cognitive load and processing efficiency. The seminar will also explore how understanding multimodal processing can improve training, enhance performance, and inform the development of new tools and technologies in the field.
Registration	https://events.teams.microsoft.com/event/0f925cd0-f4ce-4d23-97f5-c6ad6a340479@a54b3635-128c-460f-b967-6ded8df82e75
Contact	Maurizio Viezzi, mviezzi@units.it

DECEMBER 2026

Date and time	4 December 2026, 3.00 p.m. CET
Topic	Understanding Peru Through Its Language: A Linguistic and Cultural Journey
Lecturer	Olga Marinchenko (Universidad Peruana de Ciencias Aplicadas)
Abstract	Language learners often believe that mastering vocabulary and grammar is the key to successful communication. Yet living and working in another linguistic and cultural community shows a deeper truth: genuine communication begins where dictionaries and grammar books end. This highly interactive workshop, based on almost two decades of living and teaching in Peru as a newcomer who did not speak Spanish, explores how Peruvian Spanish acts as a gateway to understanding Peruvian culture, identity and ways of relating to others. Participants will examine the ways in which language reflects cultural values, influences social interactions, and creates a feeling of belonging through personal experiences, authentic examples from everyday Peruvian communication, collaborative discussions, and problem-solving exercises. Rather than viewing Peruvian Spanish as a set of odd expressions, the workshop uses Peru as a case study to examine bigger issues at the heart of translation, interpreting and language education: What does it mean to know a language? Why do we understand every word, but misconstrue the speaker? How does culture and context affect meaning? And what does it take to go beyond linguistic competence to real intercultural understanding? Participants will be led through a series of personal “realizations” that mirror the developmental path of many language learners: from seeing language as a tool for survival, to equating fluency with mastery, to discovering that language is fundamentally about building relationships and belonging, and finally understanding that learning another language can change how we see people, communication and ourselves. Bringing together ideas from intercultural communication, pragmatics, communicative competence and translation studies with practical classroom and real-life examples, the workshop will invite participants not only to discover what Peruvian Spanish can tell us about Peru, but to reflect on the invisible cultural dimensions of their own languages and communities.

	This workshop is designed for translation and interpreting students, language educators and researchers. It aims to inspire participants to see language not merely as a system of words, but as a living expression of culture, identity and human connection. Ultimately, it argues that the role of translators, interpreters, and language professionals is more than moving words between languages: it is about helping people understand the worlds those words represent.
Registration	https://events.teams.microsoft.com/event/d3a2df61-54d2-4ae1-93c2-4a39b0972065@a54b3635-128c-460f-b967-6ded8df82e75
Contact	Maurizio Viezzi, mviezzi@units.it

JANUARY 2027

Date and time	8 January 2027, 2.00 p.m. CET
Topic	Teaching Interculturality in English, the language of "...": Pedagogical Challenges in Peruvian Higher Education
Lecturer	Luis Torres-Vásquez (Universidad Peruana de Ciencias Aplicadas)
Abstract	This lecture reflects on the challenges of teaching intercultural competence to translation and interpretation students in a Peruvian university context where linguistic hierarchies are deeply rooted. As one of the lecturers of the "Lengua y Cultura Inglesa" course taught entirely in English, I navigate a paradox: the medium of instruction, English, is itself a site of inequality, due to its hegemonic positioning towards other languages like Spanish or Quechua in Peru. How can we teach students to be critical, intercultural professionals when the very act of teaching in English might reinforce the dominance of that language? Drawing on my pedagogical experience and recent research on Peruvian language policies, I will explore how the course's curriculum, which explores the history of English power (e.g., colonization, slavery) and then asks students to reflect on linguistic rights and diversity, serves as a tool for developing critical citizenship. This lecture offers a situated perspective on the global conversation about language, power, and the future of translation education.
Registration	https://events.teams.microsoft.com/event/6d58df57-4b89-4be1-aa43-a2db7c469795@ced2c552-7d1f-4731-aa3a-2f0ec9629e26
Contact	Raquel Lázaro Gutiérrez, raquel.lazaro@uah.es

Date and time	11 January 2027, 2.00 p.m. CET
Topic	Interpreting at the war criminals trials since World War II
Lecturers	Małgorzata Tryuk (University of Warsaw)
Abstract	Post-war trials of war criminals, much like contemporary trials in which those guilty of genocide are brought to justice, were largely able to take place and conclude successfully (i.e. with the conviction of the perpetrators) thanks to a vast number of language mediators, translators and interpreters. Reports, descriptions, press coverage, media, film or photographic accounts of these events rarely do justice to the sheer scale of the work undertaken by the men and women – whether trained for the task or not, with or without the relevant preparation – whose duty was to translate volumes of documents or to interpret hours of testimonies in the court rooms. Their exceptional

	work, often at the cost of their physical and mental health, remains largely overlooked. The history of the post-war trials would not be complete without the history of translators and interpreters working during those events. The aim of my lecture will be to explore the ways in which different official policy frameworks for court interpreting were developed in response to the problems of recruiting interpreters and establishing standards for court interpreting in multilingual settings.
Registration	https://events.teams.microsoft.com/event/7dfd5831-bdce-489c-85a2-68a0640cd37d@a54b3635-128c-460f-b967-6ded8df82e75
Contact	Maurizio Viezzi, mviezzi@units.it

Date and time	18 January 2027, 3.00 p.m. CET
Topic	From Classroom to Stage: Student Surtitling as a Model for Collaborative and Inclusive Translator Education
Lecturer	Zrinka Primorac Aberer and Dijana Tockner Glova (University of Graz)
Abstract	This presentation introduces a collaborative teaching project between the Department of Translation Studies (University of Graz) and Schauspielhaus Graz, one of Austria's oldest theatres, in which students translated and surtitled Sandy Lopičić's play Kafana Beisl Culture Clash into Bosnian, Croatian and Serbian. The project explores how surtitles can expand access to theatre, enhance audience understanding, and foster inclusive communication for linguistically diverse and minority communities. Working through the full translation and surtiting workflow—from textual analysis to performative staging—students developed a critical understanding of language, identity and mediation in multilingual cultural spaces, alongside practical experience of collaborative, project-based work. Cooperating with theatre practitioners provided authentic insights into an professional field where translation intersects with performance, accessibility and artistic practice. Drawing on this experience, the presentation discusses pedagogical outcomes, collaboration, translational challenges, and the broader value of surtiting as a tool for participation and cultural inclusion. It demonstrates how practice-based translation education can contribute to barrier-free communication and open new avenues for integrating multilingualism into the performing arts.
Registration	https://events.teams.microsoft.com/event/290b8339-900b-4ccc-9d46-c060775bc445@fe90179d-8207-4cb2-8834-0ce27ee0162d
Contact	Binhua Wang, binhuawang@ln.edu.hk

Date and time	25 January 2027, 3.00 p.m. CET
Topic	Rethinking Interpreter's Feedback in the Age of AI?
Lecturer	Viviana Tipiani (Universidad Peruana de Ciencias Aplicadas)
Abstract	Drawing on current developments in AI, the talk examines how these technologies could support scalable, personalized feedback for students while keeping the human in the loop (mentors or peer review roles) in (a virtual) classroom setting.
Registration	https://events.teams.microsoft.com/event/d2c50c2a-0d67-46a4-b5dd-809297c29558@ced2c552-7d1f-4731-aa3a-2f0ec9629e26
Contact	Raquel Lázaro Gutiérrez, raquel.lazaro@uah.es

FEBRUARY 2027

Date and time	3 February 2027, 10.00 a.m. CET
Topic	From page to ear: a look at translating for the audiobook format
Lecturer	Rosana Esquinas-López (University of Alicante)
Abstract	Audiobooks are no longer an alternative format as they have become a key part of today's publishing industry. Millions of readers are now listeners, but what happens when a story is translated not to be read, but to be heard? And how does this influence the translator's work? This lecture explores these questions by looking at audiobook translation from a multidisciplinary perspective. At its core is a simple idea, which is that translating for the ear is not quite the same as translating for the page. Translating for the audiobook format brings together elements of literary, theatrical, and audiovisual translation. The translator departs from a written text, but the auditory experience should be kept in mind. This means that aspects such as rhythm, orality, style, and the way a story is imagined and experienced by the listener become particularly important. Drawing on research with professional translators and an experimental study involving both students and professionals, this lecture examines how the audiobook format can shape the translation process and the final text by analyzing specific elements from the target text (accuracy, creativity and orality) and from the affective response of translators (emotions and narrative transportation). Join me as we explore what happens when stories move from page to ear and how listening can transform the way we translate, experience, and tell stories.
Registration	https://events.teams.microsoft.com/event/aad55a4a-8b4a-4663-8414-0526e5a72baf@fe90179d-8207-4cb2-8834-0ce27ee0162d
Contact	Binhua Wang, binhuawang@ln.edu.hk

Date and time	12 February 2027, 10.00 a.m. CET
Topic	Decoding Walls: Strategies for Translating Calligraphy and Graffiti in Public Spaces
Lecturer	Marta Rosa Bisceglia (University of Bologna, Forlì)
Abstract	How do we translate a text that is not only written, but also drawn, painted, embodied, situated, and circulated? When words become part of a wall, their meaning is shaped not only by language, but also by script, style, gesture, spatial context, cultural references, and visual conventions. These questions become particularly complex in the case of Chinese graffiti, where Chinese characters intersect with calligraphic traditions, global graffiti aesthetics, and digital forms of circulation. This lecture explores Chinese graffiti from the perspective of translation studies, approaching translation not simply as the transfer of words between languages, but as a broader process of linguistic, visual, cultural, and spatial negotiation. It combines an introduction to

graffiti and calligraphy with an exploration of contemporary Chinese graffiti and its circulation between physical and digital spaces.

Part I – Reading the Wall: Graffiti, Calligraphy and Visual Translation

The first part introduces graffiti as a multimodal form of writing and examines the relationship between legibility, style, and meaning. Through examples of different graffiti styles, we will consider how lettering, abstraction, gesture, scale, and spatial placement affect the interpretation of written forms. Particular attention will be given to the relationship between graffiti and calligraphy: although rooted in different artistic and cultural traditions, both foreground the visual and material dimensions of writing, challenging the distinction between readable text and image.

The section will introduce the concepts of visual and cultural translation, asking what happens when the object of translation is not simply a linguistic message, but a combination of words, writing style, gesture, and place. It will also consider the movement of graffiti from wall to screen, exploring how photography, social media, captions, and platform conventions can transform the meaning and visibility of site-specific visual texts.

Part II – Translating Chinese Graffiti: Hybrid Scripts and Hybrid Aesthetics

The second part focuses on contemporary Chinese graffiti and the encounter between Chinese writing traditions and graffiti practices. Chinese characters can function simultaneously as linguistic signs, visual forms, cultural references, and artistic gestures. Their incorporation into graffiti therefore produces hybrid forms in which calligraphic conventions, contemporary street-art aesthetics, individual artistic styles, and global visual repertoires are continuously negotiated.

Drawing on contemporary examples of Chinese graffiti, this section examines readability and opacity, tradition and innovation, and local and global visual languages. It introduces the notion of calligraphic hybridity as a way of understanding Chinese graffiti not simply as a combination of calligraphy and graffiti, but as an ongoing negotiation between different writing traditions, visual languages, and cultural contexts.

Part III – From Analysis to Practice: A Translator's Toolkit

The final part turns from analysis to translation practice. Participants will be invited to work with selected examples of Chinese graffiti and consider different dimensions of translation: What does the inscription say? How is it written? What does its style communicate? Which cultural references are embedded in it? How does the location contribute to its meaning? And what changes when the graffiti moves from the wall to a digital platform?

Through short interactive activities and guided discussion, participants will experiment with different approaches to translating Chinese graffiti, including linguistic translation, visual description, and cultural mediation. The practical activities will encourage participants to consider how translators can account for elements that cannot be directly transferred into another language, such as visual style,

	calligraphic features, spatial context, cultural references, and the relationship between text and image.
Registration	https://events.teams.microsoft.com/event/84478836-6d82-42b9-bb30-d011dc368423@ced2c552-7d1f-4731-aa3a-2f0ec9629e26
Contact	Raquel Lázaro Gutiérrez, raquel.lazaro@uah.es

Date and time	17 February 2027, 4.00 p.m. CET
Topic	Beyond Translation: What Peruvian Spanish Reveals About Learning and Using English
Lecturer	Olga Marinchenko (Universidad Peruana de Ciencias Aplicadas)
Abstract	Why do Peruvian learners of English tend to produce certain patterns of language use? Why do some phrases that sound perfectly natural in Spanish sound awkward, overly blunt, or oddly indirect in English? This interactive workshop invites participants to view these variations as a reflection of the rich linguistic and cultural system that learners bring with them, rather than to view these variations as learner 'errors' only. With examples from Peruvian Spanish and classroom practice, the workshop explores the ways in which languages encode reality differently, and how those differences affect communication, translation, and second-language learning. Participants will explore unique aspects of Peruvian Spanish such as politeness strategies, indirectness, and interpersonal relations, and discuss how such aspects naturally influence the English that Peruvian learners produce. Participants will review key concepts such as cross-linguistic transfer and interlanguage through guided discussions, authentic learner examples, and collaborative analysis, and these will be used as practical tools for understanding learner language rather than merely correcting it. The workshop argues that many recurrent learner "errors" are not random but systematic reflections of the interaction of two linguistic systems. This session is intended for teachers, translators, interpreters, and other language professionals. Participants will be encouraged to move beyond literal translation and to adopt a more linguistically informed view of bilingual communication. Understanding the logic behind both Peruvian Spanish and learner English, participants will gain new insights into language teaching, translation, interpreting, and intercultural communication. Ultimately, the workshop reinforces the understanding that learners don't leave their first language behind when they start to learn another language. Rather, they construct new linguistic knowledge based on the structures, meanings, and communicative practices they already have. This recognition allows language professionals to interpret learner language more accurately, empathetically, and linguistically.
Registration	https://events.teams.microsoft.com/event/1439854c-f14d-4bb4-bc85-ff96ef2dff64@a54b3635-128c-460f-b967-6ded8df82e75
Contact	Maurizio Viezzi, mviezzi@units.it

Date and time	24 February 2027, 5.00 p.m. CET
Topic	Audiovisual Translation, Gender and Sexuality: Current Directions in Research
Lecturers	Iván Villanueva Jordán (Universidad Peruana de Ciencias Aplicadas)
Abstract	This lecture traces the development of research in this area, from early feminist and queer approaches to contemporary perspectives that engage with multimodality, accessibility, intersectionality, and digital media. The lecture first examines the theoretical foundations before considering the questions currently addressed in empirical studies. Attention will be paid to how researchers investigate the translation of identities, performativity, and linguistic creativity mainly in dubbing, subtitling, and audio description. The second part of the lecture introduces methodological approaches commonly employed in contemporary audiovisual translation research, including qualitative and comparative case studies, multimodal analysis, and reception-oriented research. Examples will primarily be drawn from Spanish, Portuguese, and English, but the literature reviewed will include research on diverse language pairs.
Registration	https://events.teams.microsoft.com/event/febb1b93-5243-4450-9627-f24bbc042866@a54b3635-128c-460f-b967-6ded8df82e75
Contact	Maurizio Viezzi, mviezzi@units.it

MARCH 2027

Date and time	5 March 2027, 10.00 a.m. CET
Topic	From Theory to Practice: Feminist Translation in Contemporary Literary Translation
Lecturer	Patricia Álvarez Sánchez (University of Málaga)
Abstract	This lecture will explore the relationship between feminist theory and literary translation, examining how translation functions not only as a linguistic practice but also as an ethical and ideological act. Drawing on recent research in feminist translation studies, the presentation will discuss how scholars such as Susan Bassnett, Luise von Flotow, Gayatri Spivak, and África Vidal, among others, have challenged traditional views of translation by highlighting the importance of gender, power, and representation. The talk will focus on the gap between theory and practice. Although feminist translation has developed into a well-established field of research over the last decades, many literary translations continue to reproduce patriarchal perspectives or overlook feminist meanings embedded in the original texts. Through selected examples from works by Simone de Beauvoir, Mary Wollstonecraft, Virginia Woolf, Charlotte Brontë, Margaret Atwood, J. M. Coetzee, and Chimamanda Adichie, the presentation will illustrate how translation choices can either preserve or silence women's voices. Finally, the talk will reflect on the ethical responsibilities of translators and publishers and will argue that feminist translation should not be understood as a marginal or activist practice, but as a rigorous approach that seeks to represent the complexity of literary texts while making visible voices that have historically been excluded.

	Please note that the presentation will be delivered in Spanish, as it will involve the close discussion of passages translated into Spanish and other languages.
Registration	https://events.teams.microsoft.com/event/c301a466-a143-4684-9bc5-d117363b2ed2@a54b3635-128c-460f-b967-6ded8df82e75
Contact	Maurizio Viezzi, mviezzi@units.it

Date and time	8 March 2027, 1.30 p.m. CET
Topic	Teaching interpreting technology
Lecturer	Karin Reithofer & Sylvi Rennert (University of Vienna)
Abstract	The integration of digital tools in interpreter training has only recently gained momentum, but it already requires new considerations in light of the rapid advances in AI. One of the key challenges lies in the multifaceted nature of digitalisation in interpreting, which encompasses remote simultaneous interpreting (RSI), in-booth use of computer-assisted interpreting (CAI), hybrid interpreting modes such as sight consecutive or simultaneous consecutive, and tools for assignment preparation, such as automatic terminology extraction. To address the evolving technological landscape, the University of Vienna introduced a new interpreter training curriculum in 2024 featuring a first-semester introductory course designed to familiarise students with digital tools and raise awareness of ethical and economic challenges of digitalisation. The course introduces students to various types of interpreting technology, allowing them to try them out and evaluate them in order to promote critical digital literacy. We encourage them to think about the use cases for such tools and to assess their quality (especially with AI-based tools) rather than using them indiscriminately. Our analysis of several surveys and students' end-of-term papers showed that this class increased their digital skills, critical thinking, and confidence in approaching new interpreting technologies. In this phase, students do not yet have the interpreting skills to fully utilise tools such as CAI, so an elective course titled "Simultaneous Interpreting with CAI and RSI" was introduced to give more experienced students the opportunity to learn to use a range of different tools in the booth and critically assess their usefulness in an interpreting setting. Surveys carried out during the course showed that the students gradually became better at assessing which tools were useful to them in which circumstances and when it was better to do without them, as well as identifying the additional challenges that arise in remote settings and how best to tackle them. In our lecture, we will discuss the course structures and didactic approaches as well as the extensive student data collected, and suggest assignments and activities that can be introduced into interpreting courses.
Registration	https://events.teams.microsoft.com/event/f7af97bb-6e6c-40e4-99bb-6ed65ba64151@fe90179d-8207-4cb2-8834-0ce27ee0162d
Contact	Binhua Wang, binhuawang@ln.edu.hk

Date and time	19 March 2027, 11.30 a.m. CET
Topic	Overcoming Communication Barriers in Multilingual Prisons: Research, Ethical Challenges and Professional Responses
Lecturer	Candelas Bayón Cenitagoya & Andrea Sanz de la Rosa (University of Alcalá)
Abstract	European prisons are becoming increasingly linguistically and culturally diverse, presenting significant challenges for communication between prison staff and incarcerated individuals. Effective communication is essential to ensure access to information, healthcare, education, rehabilitation programmes and legal rights, yet many prison systems continue to lack adequate language support. As a result, communication is frequently managed through informal strategies, including the use of fellow prisoners as ad hoc interpreters. While often perceived as practical solutions, these practices raise important concerns regarding confidentiality, impartiality, accuracy and the protection of fundamental rights. This lecture examines the principal communication challenges identified in multilingual prison settings and analyses the strategies currently employed to address them. The discussion draws on evidence gathered within the SPARK project (Supporting the Penitentiary System Advancement through Reflection and Knowledge about Linguistic and Cultural Diversity), including a series of interviews with prison staff and educators across several European countries. These interviews provide first-hand insights into current communication practices, institutional needs and the challenges faced by professionals working in linguistically and culturally diverse prison environments. The findings reveal both the widespread reliance on informal communication strategies (particularly the use of fellow prisoners as ad hoc interpreters) and the ethical, practical and institutional risks associated with these practices. Building on this evidence, the lecture presents the SPARK project's response to these challenges. Bringing together universities, prison administrations and non-profit organisations, the project develops research-informed training resources that promote intercultural awareness, strengthen communication skills among prison professionals and encourage the appropriate integration of translators and interpreters into institutional practice. Responding to recent Council of Europe recommendations (2024), SPARK seeks to move beyond improvised communication practices by equipping prison staff with practical tools to communicate more effectively while safeguarding the rights, dignity and equal treatment of prisoners. By combining empirical evidence with the development of educational resources, the lecture demonstrates how research can contribute to improving communication in multilingual prison settings. It argues that addressing linguistic and cultural diversity requires more than linguistic accommodation: it calls for institutional commitment, professional language support and targeted training that enables prison staff, translators and interpreters to work collaboratively in building more inclusive, ethical and effective penitentiary services across Europe.
Registration	https://events.teams.microsoft.com/event/331547f6-53bb-4ac3-84ad-0e10336b0376@a54b3635-128c-460f-b967-6ded8df82e75
Contact	Maurizio Viezzi, mviezzi@units.it

Date and time	25 March 2027, 10.30 a.m. CET
Topic	From Research to Practice: Developing Intercultural Competence for Multilingual Healthcare Communication
Lecturer	Sofía Antequera Manzano & Carmen Merino Cabello (University of Alcalá)
Abstract	Increasing linguistic and cultural diversity has transformed communication in healthcare systems across Europe, requiring healthcare professionals, translators, interpreters and intercultural mediators to work collaboratively in multilingual clinical encounters. Ensuring equitable access to healthcare depends not only on overcoming language barriers but also on developing intercultural competence that enables professionals to communicate effectively, reflect critically on their own practices and respond appropriately to the needs of culturally diverse patients (Byram, 1997; Deardorff, 2015). This lecture examines how empirical research can inform the design of intercultural competence training for healthcare professionals and language specialists working in public healthcare settings. It discusses key principles for developing effective training programmes, including needs analysis, the use of authentic healthcare interactions, reflective practice, interdisciplinary collaboration, and the integration of translators and interpreters into patient-centred communication. Particular attention is given to the ways in which collaborative learning can strengthen communication among healthcare providers, language professionals and migrant patients while improving the quality and inclusiveness of healthcare delivery. The discussion is illustrated through findings from the Intercomsalud research project at the University of Alcalá, which investigates multilingual communication in healthcare consultations involving migrant patients, healthcare professionals, interpreters and intercultural mediators. Drawing on authentic institutional interactions, the project has informed the development of an intercultural competence training programme that equips healthcare professionals to communicate more effectively in linguistically and culturally diverse environments while recognising the contribution of translators and interpreters as essential partners in healthcare communication. The lecture argues that intercultural competence should be understood as a shared professional responsibility and an integral component of quality healthcare. It also highlights the contribution that translators and interpreters can make beyond linguistic mediation by supporting institutional communication, fostering mutual understanding and contributing to more inclusive and patient-centred healthcare services.
Registration	https://events.teams.microsoft.com/event/a67f76b3-c86d-49c4-a372-130cfd1d1b8b@fe90179d-8207-4cb2-8834-0ce27ee0162d
Contact	Binhua Wang, binhuawang@ln.edu.hk

MAY 2027

Date and time	28 May 2027, 2.00 p.m. CET
Topic	Critical AI literacy for interpreting
Lecturer	Deborah Giustini (KU Leuven)
Abstract	As AI tools like speech recognition and machine interpreting become embedded across language services, practitioners, users, educators, institutions, and developers find themselves bound together through digital tools that increasingly mediate and automate supply, demand, and communication. In this lecture, I argue that Critical AI Literacy (CAIL) can direct the ethical demands of this technological expansion. Developed as a theoretical framework for understanding digital and AI shifts in interpreting, CAIL provides the conceptual tools required to examine how these enforced interconnections reshape service provision, power dynamics, and decision-making across the profession. Moving beyond basic tool competence, CAIL centres on an epistemic shift: the critical judgment needed to question how automated technologies construct knowledge, scrutinize AI system architectures, evaluate algorithmic limits, and expose the commercial interests and political assumptions embedded within AI models. Drawing on developments in AI-assisted and machine interpreting, particularly accuracy, bias, language coverage, data privacy, algorithmic transparency, and the contested boundary between human and machine agency, the lecture evaluates assumptions and reciprocal obligations such as: What must practitioners know to resist uncritical adoption? For users, what rights to transparency, quality, and informed consent must be protected? How should educators adapt curricula for AI-mediated work? What procurement standards must institutions enforce? And what ethical debts do developers owe to the linguistic communities whose data sustain their systems? Rather than treating AI as an inevitable destiny or an existential threat, the lecture presents CAIL as an actionable framework for institutional critique and ethical decision-making. It concludes that CAIL must become a shared responsibility across this growing digital ecosystem of interpreting for helping stakeholders to navigate tech-driven changes while safeguarding ethical use and professional judgment.
Registration	https://events.teams.microsoft.com/event/2cc87a9b-4a32-4bbc-8965-d5ff862ee80b@fe90179d-8207-4cb2-8834-0ce27ee0162d
Contact	Binhua Wang, binhuawang@ln.edu.hk